

# The Federal Magazine

AND

"THE 'ALL-RED' MAIL."



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## LEAGUE OF THE EMPIRE.

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[The Summary of the History of Australia for the use of teachers given in this number has been prepared by the Australian Imperial History Committee; and in close connexion with it the following articles will shortly appear :

"Early History." By Mr. C. W. Long, Inspector, Education Department, Victoria, and Editor, "School Paper."

"British Rule in Australia." By Mr. Purnell, Adelaide Public Library.

"Early Land System." By Professor Oldham, Adelaide University.]

### SYLLABUS OF A COURSE ON IMPERIAL HISTORY.

FIRST YEAR'S COURSE.

#### Part II.—The Story of the Commonwealth of Australia.

(A Summary for the use of Teachers.)

##### The Great South Land.

Terra Australis incognita. Atlantis. "The Great South Land must exist if only to preserve the balance of the Globe."

The Spanish and French both claim barren honour of first discovering the Island Continent, then considered part of the Terra Australis.

##### Early Explorers, 1542-1770.

In 1542 Jean de Rotz outlines the South Land on a cartograph now in British Museum. Mendana sails from Peru in 1595, dies at Santa Cruz. Cornelius Wytfliet in 1598 says : "Terra Australis is the most Southern of all lands, of great

extent; a fifth part of the world." De Quiros and Torres and the Dutch (the Duyphen in 1606) carry out systematic and well-fitted expeditions on the Northern and Western Coasts of what they call "New Holland." Tasman in 1642 discovers Van Diemen's Land (Tasmania) and New Zealand. The first Englishman, Daupier, lands on the north-west coast in 1688-99. Discouraging descriptions. Cook is sent out, after other explorations, reaches Botany Bay in April, 1770, and takes possession of the eastern half of New Holland in August, 1770. The Island Continent. New Holland, Australia. The Aborigines.

##### Plantation Schemes, 1770-1788.

Colonies and Colonisation Plantations. Benefits : Ridding England of rogues and vagabonds and assigning them as labourers in distant lands, and "the civilising influence" on the poor heathen. Prisoners of war. Political offenders. Capital punishment. Loss of the American Colonies 1783. The Loyalists. Failure of plans to transport convicts to Guinea Coast and elsewhere. Joseph Matra and Sir George Young offer plans for colonisation in New South Wales ; not accepted. Sir Joseph Banks warmly advocates the scheme after modifying it to include convicts. The Act is passed, and in 1786-87 Phillip appointed to sail with First Fleet. On arrival at Botany Bay in January, 1788, decides to look for more suitable site for the gaoi ; sails into Port Jackson and founds Sydney. Appearance and disappearance of La Perouse.

##### Settlement of the Country, 1788-1810.

The Territory of New South Wales. The Proclamation. Phillip's Commission. The Judge Advocate. Hardships and starvation. Store ships wrecked. No farmers or artificers to direct convict labour. Rose and King go to Norfolk Island. Phillip is ill and retires. Farming. Coal discovered. Macarthur and Marsden begin sheep breeding and establish the wool industry. The New South Wales Corps. The traffic in rum. The Convicts' rising in 1804. Bass and Flinders ; Baudin and Flinders ; De Caen and Flinders ; Disappointment and death of Flinders. Penal Settlements at Port Phillip and Tasmania to relieve N.S.W. Macarthur and the Mutiny at Botany Bay. Deposition of Bligh. Robert Campbell and the East India Company.

##### New South Wales and Constitutional Development, 1810-1828.

Governor Macquarie arrives in 1810. Years of progress and prosperity. Barron Field, the first Judge, allows convicts to give evidence. Commissioner Bigge's Report. Trial by Jury. Inland explorations. The Blue Mountains crossed. The Bank of New South Wales founded. Freedom of the Press. The first Constitution granted in 1823 ; the second in 1828.

**Wakefield's Theory of Colonisation.**

Exploring expeditions constantly carried out; Oxley, Mitchell and Sturt. French Seares. Settlements at King George's Sound, Western Port, Moreton Bay and in the North.

Wakefield's Theory of Colonisation; New Zealand and Lord Durham's Association. Crown Lands, Free Grants, Legislation and Regulations. Squatting Leases and "runs." Chartered Companies and Associations.

**The Daughter Colonies.**

The Swan River Settlement in 1829; the proclamation of South Australia in 1836. Melbourne founded by enterprising Tasmanians in 1835, and Port Phillip district proclaimed in 1836; New Zealand incorporated with N.S.W., 1839. Transportation ceases to N.S.W., 1840. Land Regulations. First Representative Constitution. Moreton Bay declared free. Crown Lands Leases Act, 1847. Convicts sent to W.A. The Australian Government Act. Victoria separated from N.S.W. Gold Licenses and Miners' rights. The Eureka Stockade. Transportation to Tasmania discontinued, 1853.

**Responsible Government.**

Responsible Government granted to all Colonies except Western Australia, 1855-8. Queensland declared a separate Colony in 1859. Stuart crossed the Continent. Transportation ceases to Western Australia. Representative Government granted in 1870. Eastern Papua. Fiji.

**Federation.**

Federal Conferences. The Federal Council of Australasia, 1885. Imperial Defence Act and Naval Agreement. Federal Convention, Sydney, and draft of Constitution. Representative Conventions meet in Adelaide, Sydney and Melbourne in 1897. The Constitution by Referendum. Australian Contingents take part in South African War. The Imperial Parliament passes the Commonwealth Act. Proclamation of the Commonwealth, 1901. The Duke of York opens the first Federal Parliament. Adult Suffrage. New military and defence schemes. Papua, Northern Territory of South Australia and Norfolk Island added to the Commonwealth Territory. Site of Federal capital chosen and named.

**Australia of To-day.**

Predominance of labour. Commonwealth and its allegiance to the Empire. Help in the war. Promise of the future.

**BOOKS RECOMMENDED.\*****GENERAL.**

- Pollard, A. F. .... "The British Empire" (pp. 329-471).  
League of Empire, 5s. net.  
Hawke, E. G. .... "British Empire" (pp. 179-236). Murray,  
3s. 6d. League of Empire.  
Hankin, G. T. .... "British Empire" (pp. 165-208). Murray,  
2s. 6d. League of Empire.  
Gregory, J. W. .... "Australasia" (2 vols.). Stanford's Com-  
pendium of Geography and Travel, 15s.  
net each.  
Historical Records of Australia. .... Vols. 1-2 in progress.  
Jenks, E. .... "History of the Australasian Colonies to  
1911." Cambridge University Press,  
4s. 6d.  
Jose, A. W. .... "History of Australasia." Aust. Bk. Co.  
3s. 6d.  
Jose, A. W. .... "Australasia: The Commonwealth, New  
Zealand." Dent, 1s.  
Rusden, G. W. .... "History of Australia."  
"La Terre Napoléon."  
Scott, E. .... "English People Overseas, Vol. V.,  
Tilby, A. W. .... Australasia, 1688-1911." Constable,  
6s.

\* Many of these books are intended for students who have access to a Library. A list of more elementary books on the countries of the Empire will be published later.

- Moore, W. H. .... "Constitution of the Commonwealth of  
Australia."  
Keith, A. B. .... "Responsible Government in the Dominions,  
Vol. III." Clarendon Press, £2.2s. net.  
(3 vols.)  
EARLY VOYAGES.  
Collingridge de Tourcey, G. .... "First Discovery of Australia." Brooks,  
1906, 3s. 6d.  
Major, R. H. .... "Early Voyages to Terra Australis."

ALSO ACCOUNTS OF THE VOYAGES OF  
Tasman, Dampier, Cook, Flinders, La Perouse, Phillips, Baudin, &c.

- EXPLORATION.  
Calvert, A. F. .... "History of Australian Exploration."  
George Philip, 10s. 6d.

ALSO THE BIOGRAPHIES AND DIARIES OF  
Grey, Mitchell, Leichardt, Gregory, Sturt, Burke & Willis, Eyre,  
Forrest, Giles, Oxley, Stuart, &c.

- STANDARD HISTORIES OF EACH STATE, VIZ.:  
New South Wales (see works of Lang, Parkes, Wentworth & others.)  
West, Rev. J. .... "History of Tasmania."  
Turner, H. G. .... "History of the Colony of Victoria." 2 Vols.  
Hodder, E. .... "History of South Australia." 2 Vols.  
Coote, W. .... "History of the Colony of Queensland."

ABORIGINES.  
Thomas, N. W. .... "Natives of Australia." Constable, 5s.

ALSO THE WORKS OF:—  
Curr, Howitt, Smyth, Spencer and Gillen, &c.

POETRY.  
Gordon, Kendall, Stephens, Evans, Brady, Paterson, &c.

FICTION.  
Boldrewood, Rolf. .... "Robbery under Arms."  
Clarke, Marcus. .... "For the Term of His Natural Life."  
Kingsley, H. .... "Geoffrey Hamlyn."  
Gunn, Aeneas, Mrs. .... "We of the Never Never."

Two articles on the History of Canada by Professor Wrong, Professor of History in the University of Toronto, will appear in following numbers of the FEDERAL MAGAZINE. Owing to the War, the publication of these articles has been unavoidably postponed.

An article has also been promised by Dr. J. T. Mellish on the Governance of Canada. In the December number of the MAGAZINE the syllabus and bibliography for South Africa will be given.

**Imperial History and the Montgomery Branch.**

The Montgomery Branch of the League has devoted its energy for some years to the study of Imperial History. Professor Roberts, who has each year adjudicated on the essays on Colonial subjects and on the map drawings open to the Schools affiliated to the League, speaks very highly of its work, and has urged the League to keep a record of all successes gained at Aberystwyth College by students who begin the study of Colonial History, under its auspices. Professor Roberts considers that the most encouraging thing he had had since the establishment of the Colonial chair at Aberystwyth has been the number of students from that county, and at a recent meeting he thanked the officers of the Local Branch of the League for that encouragement. He believed that two members from that county had taken first class honours in Colonial History, and two or three others had taken second class honours.



## THE IMPERIAL UNION OF TEACHERS.

### EDUCATION AND THE WAR.

By DR. ALEXANDER NAIRNE.

The Conference of the Imperial Union of Teachers, which took place last summer, considered somewhat broadly the subject of "the influence of education on our national character, with especial reference to the great international and imperial events of the past year." The discussion caused much general interest, and it was suggested to the League that it might be valuable to go into the matter in greater detail, and consider certain of the subjects which may be regarded as specially influencing character. At an interim meeting, called by the League on Saturday, October 16th, the first of these subjects—namely, spiritual training and the study of spiritual conditions, especially in times of great upheaval—was considered as a basis for discussion, and I offered the following remarks, which it is thought may be of interest to readers of this magazine.

It will be understood that I am speaking frankly from the Christian point of view, but I think that those of any religious denomination may be willing to consider what is put forward. The particular impulse to the Gospel to which I draw attention is the very impulse which came from Judaism. It is the "other-worldly" spirit, and it is the spirit of all real religion.

"Thou has made us for Thyself" said S. Augustine, "and our heart is restless till it rest in Thee." That expresses what all have been feeling of late. The world had been quiet. Science, order, progress had seemed to promise all men needed. One religion had begun to seem as good as another; religion was vanishing away altogether, a superfluous thing. Then came the war, and the heart woke again. Now we are yearning for spiritual hope, courage, affection. How shall we satisfy that yearning? "Read the Gospel again" sounds a childish answer, yet I venture to give it; only I mean that we should read the Gospel anew, with open eyes and ears.

Among students of the New Testament a strange movement had been going on for some years. Strange, because it now appears like a preparation for the terrible time on which we entered fourteen months ago. More had been learned of the thought and hope of the Jewish Church when our Lord was born. All this had thrown light on the Gospels. Simply and naturally read, they portrayed One who knew himself to be the Christ from heaven, expected with a growing expectation by the Jews, his countrymen. He proclaimed, as immediately at hand, the Kingdom of God, that divine new life which filled the imagination of the people at that time.

This is the old-fashioned idea of the Gospel, but made more real, more vivid. Jesus is the Christ rather than the teacher or reformer, and the Christ as Galilean Jews expected him; really a man with the limitations of one born in Palestine at just that time; mysteriously divine, with such marks of Godhead as would be recognised there and at that time; not always, however, such marks as we might here and now expect.

"Till our eyes become accustomed to the atmosphere it is difficult to recognise the conventional Saviour, with the gentle unindividualised face, in the stormy and mysterious Personage portrayed by the second Gospel. 'And they were in the way, going up to Jerusalem, and Jesus was going before them, and they were amazed, and some as they followed were afraid.' As we read the story in Mark we follow Jesus on his way, and we hardly know why or whither. At least, we hardly know what is being told us, if we listen with modern presuppositions, instead of coming with our minds full of the Jewish expectations of the Kingdom of God, as they took shape during the turbulent two centuries that preceded the crucifixion of Jesus." (F. C. Burkitt: *The Earliest Sources for the Life of Jesus*, p. 50.)

This is not a lecture on the Gospels, and we will not work out the subject in detail. Let each read, first, S. Mark right through, if possible at one sitting; carry the story about in the mind for a day; then write down briefly the impression that it leaves. Perhaps it will be this: Our Lord, conscious of divine mission, inspired with perfect trust in the Father and with immense love for men, looked upon a ruining world, and determined to save it. He did not make plans. He followed from hour to hour the guidance of his Father. At last one only way was plainly shown to him. He was to die for men. So he came to Jerusalem to die, but to find life for all through death. So he was crucified. The tragedy was real and inexpressibly dreadful. "My God," he said on the cross, "why hast thou forsaken me?" But the centurion said: "Truly this man was the son of God." And S. Mark ends with a few lines that tell of a victory over death, an Easter morning. Nothing is explained; all is mystery. Therefore it convinces, and lifts us into spiritual reality. The Kingdom of God, the "other world," breaks in. A young man clothed in white tells the woman at the sepulchre that Jesus "is risen, he is not here, he goes before his disciples into Galilee." And they "fled from the tomb, for trembling and astonishment had come upon them; and they said nothing to any one, for they were afraid."

Two eminent truths appear: The Christian faith is heroic love; and, the Christian faith triumphs in defeat. When things are at the worst Christ comes, and the Kingdom of God is renewed. Here is a Gospel worth believing at a time like the present, a Gospel worth teaching. Our empire is nothing unless it flourishes by love and heroism; unless it is a kingdom not of this world.

"Whosoever wills to save his own life shall lose it: Whosoever shall lose his life for my sake and for the good tidings shall save it."

That sentence is one of the few pieces of teaching in S. Mark. For S. Mark is the Gospel of action; we go to S. Matthew and S. Luke for our Lord's teaching. But after reading S. Mark we understand the teaching better. When we recognise that it was immediately spoken for a time of stress and trial it becomes intense; we take it literally. The old order was breaking up. A great catastrophe was imminent. The good things of the passing



world were little worth. The peace of the Kingdom of God and its new hope were life.

"Fear not, little flock; it is your Father's good pleasure to give you the kingdom."

"Lay not up for yourselves treasures upon the earth. . . but lay up for yourselves treasures in heaven. . . Where thy treasure is, there will thy heart be also."

"Behold the birds of the heaven. . . Consider the lilies of the field. . . If God doth so clothe the grass of the field, which to-day is, and to-morrow is cast into the oven, shall he not much more clothe you, O ye of little faith?"

"Take no thought for the morrow, for the morrow will take thought for itself. Sufficient unto the day is the evil thereof."

"Our Father, which art in heaven. . . Give us this day our daily bread."

We see the sense of all this now. A year ago we hardly saw it—the kingdom and the righteousness of God, the peace and power of spiritual life, renunciation, trust, simplicity. "The distant scene I do not ask to see. . . One step enough for me."

But there is another note, never absent from this chord of heavenly doctrine:

"Forgive us our trespasses, as we forgive them that trespass against us. . . For if ye forgive men their trespasses, your heavenly Father will also forgive you. But if ye forgive not men their trespasses, neither will your Father forgive your trespasses."

"But I say unto you, love your enemies, and pray for them that persecute you; that ye may be the sons of your Father which is in heaven. For He maketh his sun to rise on the evil and the good, and sendeth rain on the just and the unjust."

"Judge not, that ye be not judged."

"Glory to God in the highest, and on earth peace, goodwill towards men."

Certainly England has no right to judge others. Our streets at night are horrible. In our prosperity we had almost forgotten God. But this goodwill towards men, this forgiving of enemies; we may at least remember gladly that this has been the spirit of our imperial action. There is a danger in these days of trial that we—not, indeed, our sailors and soldiers, but we at home—should degenerate from that royal spirit. Your mission as teachers is to foster it. "The stormy and mysterious Personage"—yes, but the sons of the kingdom do come back to the "gentle Jesus" whom they learned as children, and from whose gentleness they draw their strength.

The Gospel is the Gospel of the Kingdom, of renunciation, of hearts in heaven. Yet never can we say that our Lord despised this world. And if enthusiasm for the Kingdom of heaven be renewed in us, let it not spoil, but rather deepen, and re-direct our faith in science, civilisation, and all that orderly progress which ought not to dull the spiritual faculty, and which has already done so much for us.

The three first Gospels tell directly of our Lord's life and words in "the days of his flesh." He died, yet lives. And the rest of the New Testament is his own fuller interpre-

tation of those first, brief Galilean commands. S. Paul and S. John carry on his teaching as they are directed by him. They show us how to live in an ordered society, yet still in the spirit of the Gospel. The first Epistle of S. John is the Christian manual of political economy; the Epistle to the Ephesians might be called a Christian manual of empire.

#### THE CHAIRMAN'S REMARKS.

The Chairman (the Rev. R. D. Beloe) before introducing Dr. Nairne, drew a picture of Germany's political ambitions, which included a free course through Europe to the East, from Denmark to the Persian Gulf, as well as the command of the Atlantic Ocean. To prevent this world-control was the great work lying before the Allies. In this struggle the fate of the British Empire was involved. We had to hand on our great heritage and all it stands for to our children. England was fighting for ideals of nationality and liberty. Germany's ideals were of quite another order. Their methods constituted a real German peril. The matter under consideration was "The Influence of Education on National Character with especial reference to Imperial and International events of the past year," and especially how we might make yet fuller use of the spiritual forces at our service, how we can bring courage, hope, affection into all our work for the world.

#### DISCUSSION.

MISS JAMES (Head Mistress of the Queen's College, Barbados) said she thought all teachers realised that the War had given them a great opportunity. More attention should be paid to the literary side of education, to the study of the Bible and our own great literature. Concentration on what is noble and spiritual should be practised. Young people were most responsive to beautiful poetry, and she was glad to say that in Barbados children appreciated and loved Tennyson's "Ode on the Duke of Wellington" and the "Revenge." We must quicken the imagination and inculcate a love of beauty and an appreciation of great men and great deeds, and a desire to hand down to the children the great heritage which they themselves had been permitted to enjoy.

DR. J. T. MELLISH (Canada) felt that there was possibly a danger of being dazzled by the heroism of the battlefield, to the exclusion of the recognition of the heroic in daily life in times of peace. On the whole, he thought education was moving in the right direction, and that the clergy and the teachers were helping toward "the Golden Age."

MISS CHAPMAN (Buckhurst Hill College) said that before the War English people were too materialistic, and had cared far too much for material progress. Science, which had helped us to promote worldly prosperity, should be used as the handmaid of a higher, more spiritual ideal.

MRS. CHESTER (L.C.C. Women Teachers' Union) said that too great a division was often made between Scripture and history, to the bewilderment of the pupils. We should try to show the solidarity of all history. There was no one right way of teaching or influencing children. The English were individual by nature, and therefore great freedom should be left to the individual teacher to work out his own methods. Our men had shown great qualities, and probably our education, though by no means perfect, had helped in their development.

MR. F. A. KIRKPATRICK added a word as to the sanctity of historical study. Every age was full of apprehension concerning the great movements which belong to it. A succession of

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# The Federal Magazine

and

## "The 'All-Red' Mail"

Junior Members' Section.

Registered for Canadian Magazine Post.]

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### EDITORIAL.

#### In Memoriam.—Edith Cavell.

With all British peoples we pay reverence to the memory of Edith Cavell, Matron of a Hospital and School of Certificated Nurses in Belgium, who was executed at Brussels for a military offence, by orders of the German Government.

Miss Cavell helped our soldiers and those of the Allies to escape from the miseries and the dangers of German servitude. In August last she was imprisoned on this charge and on October 11 condemned to death. It is not mainly the inhumanity of the execution which affects us. What concerns us and all men is the way she met her fate.

Miss Cavell realised the significance of her action, yet seeking no subterfuge, answered the charges with full truthfulness. "I am glad to die for my country," were her words when she learned the verdict. To the clergyman ministering to her in her last hours she made this grand profession: "Standing as I do in the view of God and humanity, I realise that patriotism is not enough, I must have no hatred or bitterness towards anyone." Her chaplain, recounting the interview, says: "We partook of the Holy Communion together, and she received the Gospel message of consolation with all her heart. At the close of the little service I began to repeat the words 'Abide with me' and she joined softly in the end."

"She died like a heroine" at dead of night, shot in the head by a German officer. In the supreme testing of her faith we observe truthfulness, courage, love and that serenity of mind which is the fruit of the "practice of the presence of God."

#### The War and Education.

An interim meeting of the Imperial Union of Teachers took place on Saturday, October 16th. A large number of members were present. The Chairman was the Headmaster of Bradfield College (Mr. R. D. Beloe), and the chief speaker Dr. Alexander Nairne, of King's College, London.

Dr. Nairne took for his subject "Spiritual Training," one

of the most important aspects of education to those who are preparing the present generation for a new world when the purging of war has unlocked, as it were, men's hearts to the spiritual forces which change and ennoble all relations and ideals of life.

#### The "Home Centre" Club.

We have pleasure in announcing that Sir Leonard Lucas-Tooth has consented to take his father's place on the Committee of the "Home Centre" Club. His co-operation is cordially welcomed, and it is hoped that the Centre, founded by the late Sir Robert, may live to become a valued headquarters of Imperial and educational activity. In memory of Sir Robert Lucas-Tooth the League is establishing a Library, to which all members are invited to contribute one volume or more, as may be within their power. The books should be standard works on matters connected with the British Empire or with education. Some 100 new volumes have recently been added to this Library, and among these may be mentioned a valuable collection of works on India, presented by Sir Philip Hutchins, and a selection from the Home University Library, given by Messrs. Williams and Norgate. A number of works on the war and the following books, recommended by Dr. Nairne, on the subject of his lecture, have been purchased by the Executive Committee of the League:—

"Earliest Sources for the Life of Jesus," by F. C. Burkitt.

"The Ephesian Gospel," by Percy Gardner.

"Commentary on the Epistle to the Ephesians," by Armitage Robinson.

"St. Paul," by Frederic Myers.

"The Church and the New Knowledge," by Miss Caillard.

#### New Members of Committees.

Principal Sir Harry Reichel, Vice-Chancellor, University of Wales, Professor Ramsay Muir, Professor of Modern History, Manchester University, and Mr. C. W. Crook, Vice-President, National Union of Teachers, have joined the History Committee of the League.

Miss Mowbray, Head Mistress of the Winchester School for Girls, has been re-appointed representative of the Association of Head Mistresses on the General Council of the League.

Mr. A. H. Ozzard has been appointed the delegate of the Private Schools Association on the Federal Council.

#### League of the Empire Sale.

A Sale of War Work will be held by kind permission of Mrs. E. R. Merton, at 18, Grosvenor Street, W., on Thursday, December 9, 1915, from 11 to 6.30. The Sale will be opened by Lady Cunliffe of Headley, at 11 o'clock. The following stalls will be arranged: Clothing Comforts and Gifts for Soldiers and Sailors, including "Gay Little Bags"; Flowers—S. African Chinkarenchee Lilies and Bulbs, Winter Foliage, &c.; "Cake and Apron" stall; Christmas Gifts stall; Wares from the Allied Countries; and a Tea Buffet. Amongst the stall holders will be Lady Lyall, Lady



Burrows, Mrs. Merton, Mrs. Ernest Baggallay, Mrs. Aston Key, Mrs. Caröe, Mrs. Burrell Baggallay, Mrs. Percy Thomas, Mrs. Herbert Alington, Mrs. Spencer-Maul, Mrs. Sandford Storey, Mrs. I. W. Raymond, Mrs. A. Birch, Miss Hunt, Miss Ruxton, Mrs. Henriques, Miss Burrows. Donations and gifts for the Sale are invited, and should be addressed to Mrs. Aston Key, 15, Southwick Crescent, W., Lady Lyall, 82, Cornwall Gardens, S.W., or Mrs. Ernest Baggallay, League of the Empire, 28, Buckingham Gate, S.W.

### St. John Ambulance Association Lectures.

A course of five lectures on First Aid will be delivered at the League of the Empire, 28, Buckingham Gate, S.W., by Dr. J. Carvell, on Mondays and Thursdays, at 11 a.m., beginning on Monday, November 8th. The lectures will be followed by an examination for the St. John certificate. Demonstrations in bandaging, &c., will be given by Nurse Hantsley Smith. Fee for the course (including examination) to members of the League 5s., to non-members 7s. 6d.

### Lectures at the Club.

In connexion with the Imperial History Scheme issued by the League of the Empire, Mr. Frank J. Adkins, M.A., author of "The War: Its Origins and Warnings," has delivered his first series of lectures on "The British Empire and Its Political Relations to World Powers engaged in the present War," at the Club House on the Tuesday afternoons in October.

They have aroused much interest, and have been followed by a keen discussion on the many controversial points which were raised.

The second group opened on October 26th; the third series begins on November 16th.

Each series is self-contained and deals with various aspects of policy connected with the present war. They are illustrated by the lecturer's travel in different countries, and by his experiences in France during the war.

#### GROUP II.—GERMANY AND THE EUROPEAN STRUGGLE.

LECTURE I.—Introductory remarks on the origin of the War. The growth of the German Empire.

LECTURE II.—Germanic "Welt Politik." Alliance with Austria and Turkey.

LECTURE III.—The importance of the Eastern Question in British Politics.

#### GROUP III.—THE ALLIES.

LECTURE I.—Modern France, her fall and rise. The Triple Entente.

LECTURE II.—The Russian Empire and the War.

LECTURE III.—The present conflict and the great issues involved. The unity of the British Empire an essential factor in the struggle for liberty.

FEES:—Single lecture 1s. Teachers 6d. Group of three lectures, 2s. 6d.

*Recommended Books on the War.* For lists see *FEDERAL MAGAZINE*, November and December, 1914, March and October, 1915.

Mr. F. J. Adkins' "The War: Its Origins and Warnings" (2s. 6d.), may be specially recommended as a text book. As a reader for junior forms, Mrs. Lock's book "Right Against Might" (1s.) will be found suitable.

A series of illustrated French booklets—"Les Livres Roses"—containing stories of brave deeds by French boys and girls during the present war, would make good French readers for our young folk. These may be obtained from Messrs. Williams and Norgate, price 2d. each.

## THE LEAGUE'S WORK FOR THE WAR.

Winter is upon us, and once more our men, those in training and the wounded also, need constant relays of warm clothing and comforts. With the help of many generous gifts from members and friends the League has, during the last month, sent large consignments of garments and comforts, medical stores and games to hospitals in France, Serbia and Malta, as well as to Swakopmund, S. Africa.

The Secretary of the Serbian Relief Fund writes that she is specially grateful for the "beautiful consignment of articles. . . . We appreciate your kind thought of us, coming as it did at such a critical time," and the Matron of a Military Hospital in France expresses her delight at receiving "the splendid parcel of gifts. . . .

We are always so grateful for pyjamas, as we can never really get sufficient for our wants. The pipes and cigarettes will please the men immensely, and the puzzles and games will while away many a weary hour."

Mufflers and socks have also been sent direct to various regiments, and a large number of Canadian newspapers, kindly sent by members in Canada, have been regularly despatched to Canadian Hospitals and Training Camps to the great joy of the men from the Dominion.

Contributions in money and kind will be gratefully received at the Offices of the League of the Empire, 28, Buckingham Gate, S.W., and will be at once forwarded wherever help is most needed.

## DIARY OF THE WAR—(Continued).

- Sept. 26th & onwards Advance of Allies in the West: fierce German counter-attacks; bombardment of Belgian coast by British Fleet.
- Oct. 1st Further French gains in the Artois district.
- " 4th Russian Fleet off Varna.
- " 5th Landing of Allied Troops at Salonika.
- " 7th Invasion of Serbia by Austro-German troops.
- " 8th British success at Loos.
- " 9th Belgrade taken by the enemy.
- " 11th German attack on La Bassée Canal repulsed.
- " 13th Zeppelin Raid over London.
- " 13th Austro-German reverse in Galicia.
- " 13th Two enemy destroyers sunk by British submarines in the Baltic.
- " 14th & onwards. British advance in Hulluch District. Severe enemy losses.
- " 14th English Declaration of War against Bulgaria.
- " 16th & onwards. Successful French advance in the Vosges and in Champagne.
- " 17th Serbian victory over Bulgars and Austro-Germans in N.E. Serbia.
- " 19th Italian declaration of War against Bulgaria; Bulgarian advance in Serbia.
- " 21st German advance on Riga. Defeat of enemy forces north of Tarnopol.
- " 21st Bulgarians repulsed by French in S.E. Serbia.
- " 22nd Allied Fleet's Bombardment of Bulgarian Coast.
- " 25th Important French success in Champagne.
- " 25th & onwards. Battle of the Alps on a 500-mile front.
- " 26th British Transport torpedoed in the Egean Sea.
- " 28th Communication established between the Bulgarian and Austro-German Armies in Serbia.

Nor in the parent isle alone

Spring squadrons from the ground;

Canadian shore and Austral zone

With kindred cry resound:

"From shimmering plain, and snow-fed stream,

Across the deep we come,

Seeing the British bayonets gleam,

Hearing the British drum.

Foot in the stirrup, hilt in hand,

Free men, to keep men free,

All, all will help to hold the land,

While England guards the sea!"

—Alfred Austin.



## IMPERIAL UNION OF TEACHERS.

Continued from page 836.]

moralists preached the degeneration of their own time and every age heard from its elders how much better were the earlier days. That was not the lesson of history. History supplied a basis for courage and for trust. It was not necessary to say so continually to those whom we tried to teach. But if the conviction was there it must make itself felt.

MR. D. ELLIS (President of the Society of Superintendents of Reformatory and Industrial Schools) spoke of the splendid patriotism shown by boys from the Reformatory Schools. 20,000 had already joined the army, of whom three had obtained the V.C., 24 Distinguished Conduct Medals, while many had been mentioned in dispatches. He believed these excellent results were directly due to the education which the lads had received in these schools. Patriotism was inculcated not only in the history lessons, but was a part of the atmosphere of their daily life. Religion was not divorced from practical life, and hence was real to the boy.

MISS O'CONNOR (formerly Head Mistress of the Clapham High School) thought much mischief had been done in the past by denouncing patriotism, in consequence of which children had not been taught that they had a duty to their own country.

MR. TALBOT BAINES (Secretary of the National Society) was of opinion that when war was over we should have a different England, and he hoped a far better England. But this would depend largely on the teachers, who should be given greater freedom, especially as regards religious teaching. Teachers at present were prevented from giving any denominational religious instruction, and consequently they were unable to bring their pupils into touch with the religious bodies to which many of their parents belonged. Our children should be taught about imperial heroism, and they must also be prepared to face the great problems arising from the war.

MR. W. P. WINTER (Association of Teachers in Technical Institutions) hoped that the Imperial Union of Teachers would bring its influence to bear on the liberalising of education and on converting England to a sense of its great value. There was much to be learnt from Switzerland, which had most of the merits of the German educational system without any of the demerits. He hoped the war would put an end to religious difficulties in the schools. In Basle, Zurich and other Swiss towns a system of religious instruction had been devised which gave fair treatment to all religious bodies.

MISS LASHAM (National Association of Head Teachers) said it would be difficult to maintain efficiency if the grants to national education were reduced. The children of men fighting to preserve an Empire should be well equipped for carrying it on.

A resolution was proposed representing to the Education authorities that it was contrary to the interest of the State to lessen educational activities by withdrawal of grants. This resolution was referred to the Committee of the Association for their approval.

MR. BELOE, in his concluding remarks said that it must be remembered that Christianity was not only static, but dynamic. Endeavours should be made in religious teaching to link the present with the past. It was often well to take some book dealing with modern religious conditions, such as Andrews' "Renaissance in India," and to group the teaching round it, proceeding thence to the early Christian days.

## PRIZE ESSAY.

(Winning the Lord Meath Empire Day Challenge Cup and League of the Empire Prize, £5. 5s., Senior Competition, Inter-all Schools of the Empire.)

"FOR WHAT PRINCIPLES DO THE BRITISH EMPIRE AND ITS ALLIES STAND IN THE PRESENT WAR?"

It is very difficult for the ordinary person who has not studied the different questions of politics or nationality, to say exactly what

Great Britain and her Allies are fighting for, except that we do know that every soldier in the field feels that he is fighting for honour and right, and for far greater things than mere questions of territory. Apart from this great common meeting point the principles for which the Allies are fighting are necessarily very different in the case of each nation. Considerations which must weigh heavily with one country scarcely come under the notice of others, for instance, the Russian question of kinship with Serbia.

Serbia, who freed herself about fifty years ago from Austrian control, by deposing the Austrian dynasty, who were ruling her, lost, first by occupation in 1878 and then by formal annexation in 1908, two large provinces, Bosnia and Herzegovina, to Austria. This unlawful act on the part of Austria was allowed to go unquestioned by any active measures, because Russia was too weak after the war with Japan to help Serbia. Since that time Serbia has looked forward to the time when "Greater Serbia," a united state of all the Serbian Slavs, should take a prominent place among the powers of Europe. There has been much unrest in the Serbian provinces of Austria, and feeling in Serbia ran high. When, therefore, an opportunity came for Austria, strengthened by Germany, who has interests in the Balkans, to attempt to crush Serbia, she took it on an unproven charge. This opportunity was the murder of the Austrian heir in Bosnia on June 28th, 1914. The result was Austria's ultimatum to Serbia. Serbia could not, if she were to keep her self-respect, wholly comply with the terms of the note. She did yield a great deal, but she could not submit to allow such of her officers as Austria thought fit, to be removed from her army, nor could she allow Austrian officers to help her crush all teaching concerning a Greater Serbia. Serbia chose to fight, to die, if necessary, for her right to be a free nation, with a national existence which should not be challenged because it was weak. In doing this she was vindicating the right of all small nations to exist and not to be swallowed up by great States.

When Serbia was threatened it touched the very heart of the Russian people. Serbia is the small sister of Russia. Both nations are Slavs, and the call of blood to blood was very strong. Russia answered this call and took up arms to save a small State, of whom she was the natural protector, from aggression. At the same time she also felt that, apart from the question of Serbia, Germany was trying, through Austria, to gain power for herself in South East Europe, and trying to bring her civilisation to influence the small States of the Balkan Peninsula and Turkey. Russia could not stand by and see Germany and Austria dominate the small States of Europe, so she took upon herself the awful burden of war, that she might help her weaker sister, Serbia.

France had pledged herself to stand by Russia in giving her active support if she were attacked by Germany and Austria. Russia certainly was attacked, for she offered to stop mobilising if Austria would stop her mobilisation against Serbia, and Austria refused to consent to a settlement by arbitration. France was, therefore, bound to stand by her pledged word, and she also took up the sword. Every Frenchman believed that he was combating an aggressor who would have done infinite harm if allowed to extend his sway over Europe, and that France would have stained her honour very deeply if she had refused to fight.

Every Frenchman believed also that England, in spite of having signed no formal treaty, would stand by her Entente and support her neighbour against Germany. This Entente Cordiale, which existed between England and France and England and Russia, is a rather curious example of the methods of our modern foreign ministers. England as a whole leaves her foreign policy to her ministers. She does not take a great interest in it until some crisis arises. The Entente is an "understanding," very cordial, certainly, but very indefinite. France believed that England was in honour bound to stand by her side in the great conflict, and England's honour would undoubtedly have been stained in the eyes of Europe if she had not taken up the cause of her nearest neighbour and greatest friend. England did so in that she refused to guarantee her neutrality unless Germany agreed to keep inviolate the territorial possessions of France, both European and Colonial. Germany refused, and England would probably have taken up arms to help France even if Germany had not committed a crime which made undoubted the answer to the question concerning England's policy. She, with France, Russia, Prussia, Austria and Italy had pledged herself in 1871, and twice confirmed her pledge, that she would respect Belgian neutrality. Germany refused to respect the word she had pledged because, as her Chancellor said, she had need to break it; and in breaking that treaty she proved herself not to have realised that right cannot be put aside because circumstances would make it advantageous to do wrong. England was now forced to



fight if she would have any remnants of honour left, but she needed no forcing. She gladly took up arms to help the cause of right. And when England threw herself into the struggle, Japan, the most remote of the Allies, threw in her lot with Britain, that she might keep the treaty between Britain and herself.

Then there comes the question, Is it, after all, worth the sacrifice of human life and of many of the things which nations hold dearest, to preserve the autonomy of small nations? Why not allow them to become part of the great States of Europe? The reason is that they are nations, and as such, because they are small are not to be annihilated, or mixed with other races till they disappear. They have invaluable things to give to the world, and their national life and individuality are as dear to them as to greater States. They are in many cases perfectly capable of governing themselves, and, therefore, we feel, as a great nation, that it is our duty to answer the call of small weak countries. England was hardly more powerful than Belgium, when, in the Seventeenth Century, Englishmen gave almost unsurpassed additions to the world of literature and discovery.

And if Belgium, Luxembourg, Serbia, were swallowed up and Germany did dominate Europe with her tremendous vitality and efficient governing machine, England feels that a wrong influence would be at work, and therefore, to stand up for her principles she must combat that influence. German civilisation is a wonderful thing, which has grown rapidly, drawing life from all the older civilisations, until, developing along its own lines, it has challenged the world by its arrogance and by the power of its hard efficiency. The Allies believe that Germany has missed the aim of true civilisation. It has become a machine, worked by an upper class who, by reason of German social conditions, are divided deeply and widely from the nation. It is a Government which crushes rather than calls forth the best in its people. It has demanded blind obedience and has, by its aid, and by reason of the inherent strength of a rising nation, obtained an awful power. Mr. Lloyd George said: "I believe, in spite of recent events, that there is as great a store of kindness in the German peasant as in any other nation in the world; but he has been pressed by a wrong civilisation. Capable and efficient, it is a hard civilisation; it is an ungenial civilisation; it is a material civilisation."

To save Europe from this strong, hard machine, which upholds the doctrine of "Might is right," are the sons of the British Empire laying down their lives, and England is bearing the frightful burden of war to support the older, kinder civilisation against the new one which has missed the aim of true civilisation. "We are fighting for the moral rights of humanity," and in doing such we and our Allies have an aim such that surely never nation had greater since the world's history began. Apart from the mere right of Germany to break her word, which, after all, is a matter for her own conscience, we are trying to prevent the domination of power and principles which would alter for the worse the whole trend of national life and government throughout the whole world. Mr. Asquith said: "This is not a material but a spiritual contest. On its all promise of the hope of freedom and fuller liberty for the millions of the masses will be found to depend." It is a question, not of territory, nor of treaties, but of that which shall be right and best for mankind in the struggle toward the time when "Nation shall not rise up against nation, and there shall not be any more war."

WINIFRED A. WHITING,  
County Secondary School for Girls,  
Putney, London, S.W.

(Aged 17.)

### THE OXFORD PAMPHLETS (Continued).

**Idols of Peace and War.** By E. A. Sonnenschein. (3d. net.)

Professor Sonnenschein in this pamphlet calls attention to the idols which have held sway in this country, just as in his former one, entitled "Through German Eyes," he showed how the German mind had been corrupted by false obsessions. For members of the British Empire, Professor Sonnenschein says, there lies definite hope of a closer union, based "on a well-considered foundation of rights and duties." Such a truly representative Imperial Parliament "would be one of the very greatest events in the history of the world."

### Reviews.

**The Surface of the Earth.** By H. Pickles. (Cambridge University Press.) 2s.

This is a small book, giving in clear language a certain amount of physical geography. It is excellently illustrated and free from the

mistakes so common in elementary text-books. While a profitable book for both student and teacher, it does not fully carry out the intentions expressed in the preface "to show how human activities are controlled by physical and climatic conditions." Every new geography book makes this claim; they all fail to a greater or less degree. Mr. Pickles gets nearer his object than some, but we have no book in this country that does for the subject what was done by the American geographer Davis. One wonders why it is so long coming. E. Y.

**Review of Historical Publications relating to Canada.** Edited by George M. Wrong, M.A., H. H. Langton, M.A., and W. Stewart Wallace, M.A. Vol. XIX. Publications of the Year 1914. (Toronto University Press.) 1915.

This volume, the joint product of the Professor of History and of the Librarian of the University of Toronto, and of the lecturer in history in McMaster University, Toronto, is invaluable to students of Imperial history who wish to keep themselves *au courant* with its current literature. The contents are conveniently classified under the headings of Canada's Relations to the Empire; History of Canada; Provincial and Local History; Geography, Economics and Statistics; Anthropology, Ethnology and Folklore; and Education, Ecclesiastical History, Law, Bibliography. The reviews of the more important books, mostly by eminent authorities, are a great help to the general reader, who always finds the task of selection from the multiplicity of modern books a work of great difficulty. The number of Canadian writers on History indicates the growing interest of the people of the Dominion in their own land.

**The World Encompassed**, by Sir Francis Drake; Sir Richard Hawkins' *Voyage into the South Seas, 1593*; *The Voyage of Captain James, 1633*; *Adventures of Captain John Smith (1630)*; *The French in Canada*; *Raleigh's Discovery of Guiana (1596)*. (Blackie.) 6d. each.

This series is warmly recommended to teachers all over the Empire as excellent readers for pupils of ten to fourteen years of age, while those older may be well advised to use them as adjuncts to their historical studies. The little volumes are full of exciting adventures and picturesque details.

**The Great War and What it Means for Europe.** By Muriel O. Davis. (Oxford Clarendon Press.) Price 1s. 6d.

Miss Davis has given in simple, pleasant language suitable for young people, an outline of the history of the countries that are engaged in war. It is most important that the children of to-day, who will be the rulers of to-morrow, should understand European history. Miss Davis tells her story with fairness to all parties concerned, and displays a wise and attractive patriotism in the last chapter, entitled "Results which may be expected after the War." The book fills a want and should have a wide circulation.

**The Afrikaner Rebellion: South Africa To-day.** By J. K. O'Connor. (Allen & Unwin.) 1s. net.

The author of this book has an intimate knowledge of South Africa, acquired by many years' sojourn in that country, where he has mixed with "all sorts and conditions of men." He speaks of the unrest prevailing among a certain section, and shows how German intrigues, active for many years past and disregarded by those in authority, led finally to the rebellion of 1914. The heart of South Africa is sound, and Boer and Briton will certainly more and more realise that their interests are bound up indissolubly in the future of their country.

**The Story of the Hohenzollerns.** By C. Sheridan Jones. (Jarrold & Sons.) 5s. net.

Much information concerning the rulers of Prussia, not easily accessible to the general reader, has been diligently collected, and does much to explain the baffling, many-sided character of the present head of the Hohenzollerns. The history of the Prussian Dynasty is largely a story of horror and tragedy. Mr. Sheridan Jones has, however, done less than justice to the Great Frederick, and he has shown too little appreciation of the gracious figure of Queen Louise, who in the days of Prussia's great humiliation under Napoleon, upheld the drooping spirits of the people. A straightforward style would have enhanced the value of the book.



## SUMMARY OF THE WORK UNDERTAKEN BY THE LEAGUE OF THE EMPIRE.

The League of the Empire has now completed fourteen years of somewhat strenuous labour in the interests of Imperial Education. It is difficult in a few words to summarise the many different lines of activity which this work has taken, but the following short record will, it is thought, sufficiently justify the Council in putting forward a claim to larger recognition, and also to the special favour of those most able to assist in the financial support of a movement which has played no small part in spreading that wider patriotism on which the unity of the Empire must ultimately depend.

**1901.** The League of the Empire was founded in this year. The first work of importance undertaken was to establish correspondence between children throughout the Empire. There are now over 31,000 members of the Correspondence Branch of the League.

**1903.** Affiliation of Schools throughout the Empire was next accomplished, thereby bringing hundreds of thousands of children in every part of the British Dominions into closer relation with each other in an infinite variety of congenial interests.

**1907.** The first Imperial Education Conference between the Education Departments in the Empire was arranged and convened by the League. A resolution was passed in favour of a quadrennial Conference, and it was announced that the next Official Conference on Education would be called by the Imperial Government in 1911.

**1907.** A Lace and Needlework Industry was founded by the League in St. Helena in this, a year of acute need in that Island. The Colonial Office made the Island a grant, and the Government of St. Helena shortly afterwards took over the Industry. By request of the Colonial Office the League acts as Agent in England for the School.

**1907.** A Scheme was initiated providing for the Migration of Teachers for purposes of study, and numbers of Teachers in different parts of the Empire have availed themselves of the League's arrangements.

**1909.** A History of the British Empire and two Imperial Text Books were prepared and published by the League through the generosity of the late Mr. Louis Spitzel. Edited by Professor A. F. Pollard, these books are largely used in Schools, and a portion of the History was prescribed for the Oxford Local Examination in 1912.

**1909.** The first Empire Day Parade in Hyde Park was organised by the League in this year. The Parade is now an annual event, and about 10,000 members of different organisations generally take part.

**1910.** In this year most of the Teachers' Associations of the Empire affiliated themselves to the League.

**1911.** A short Education Conference was held to review and record the work of the League continued since 1907, by desire of representatives of Overseas Governments.

**1912.** The First Imperial Conference of Teachers' Associations was held by the League and attended by over 600 Delegates and Representatives from all countries in the British Empire.

**1913.** The League of the Empire non-residential Club was established, with the help of Sir Robert Lucas Tooth, at 28, Buckingham Gate, Westminster, for the use of members of the League, Associated Teachers, Overseas visitors and all interested in various kinds of imperial work. The League has also organised each year for Overseas Teachers and friends visits to historical places and interesting houses, &c., in the Home Country, and furnished introductions to those visiting different parts of the Empire or emigrating.

**1913.** The first Annual Meeting of Teachers' Associations throughout the Empire was convened by the League in July, 1913, when arrangements were considered for the next Imperial Conference of Teachers' Associations to be held in due course in Toronto, by invitation of the Government of Ontario, who have made a yearly grant of £50 towards the Educational work of the League.

**1913.** The Imperial Union of Teachers was formally inaugurated.

In addition to these special undertakings which stand out somewhat as landmarks in the progress of the League, attention may be drawn to other useful indications of activity. The Intelligence Department of the League received commendation in 1907 from the Imperial Education Conference, which placed on record "its high appreciation of the work done by the League of the Empire in stimulating educational activity and in collecting and circulating information on educational subjects." Further evidence of the value of the work done by the League is found in the fact that many of the Overseas Education Departments have appointed the League as their Agent in England. Lectures both public and private have been arranged by the League, Exhibitions organised, Empire Day Essay Competitions throughout the Empire conducted, and means for the interchange of literature, newspapers, photographs, specimens, &c., &c., provided.

The foregoing summary of work accomplished encourages the Council to claim for the League a large measure of success in bringing more closely together British peoples Overseas, and securing effective co-operation between them and those in the Home Country. The Council therefore appeal with confidence for substantial financial help in continuing their important work and in carrying to a successful issue schemes which have proved themselves useful and acceptable in all parts of the Empire.

NOTE.—For particulars of Membership of League and Club apply to the Hon. Secretary, Offices of the League, 28, Buckingham Gate, London, S.W.



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